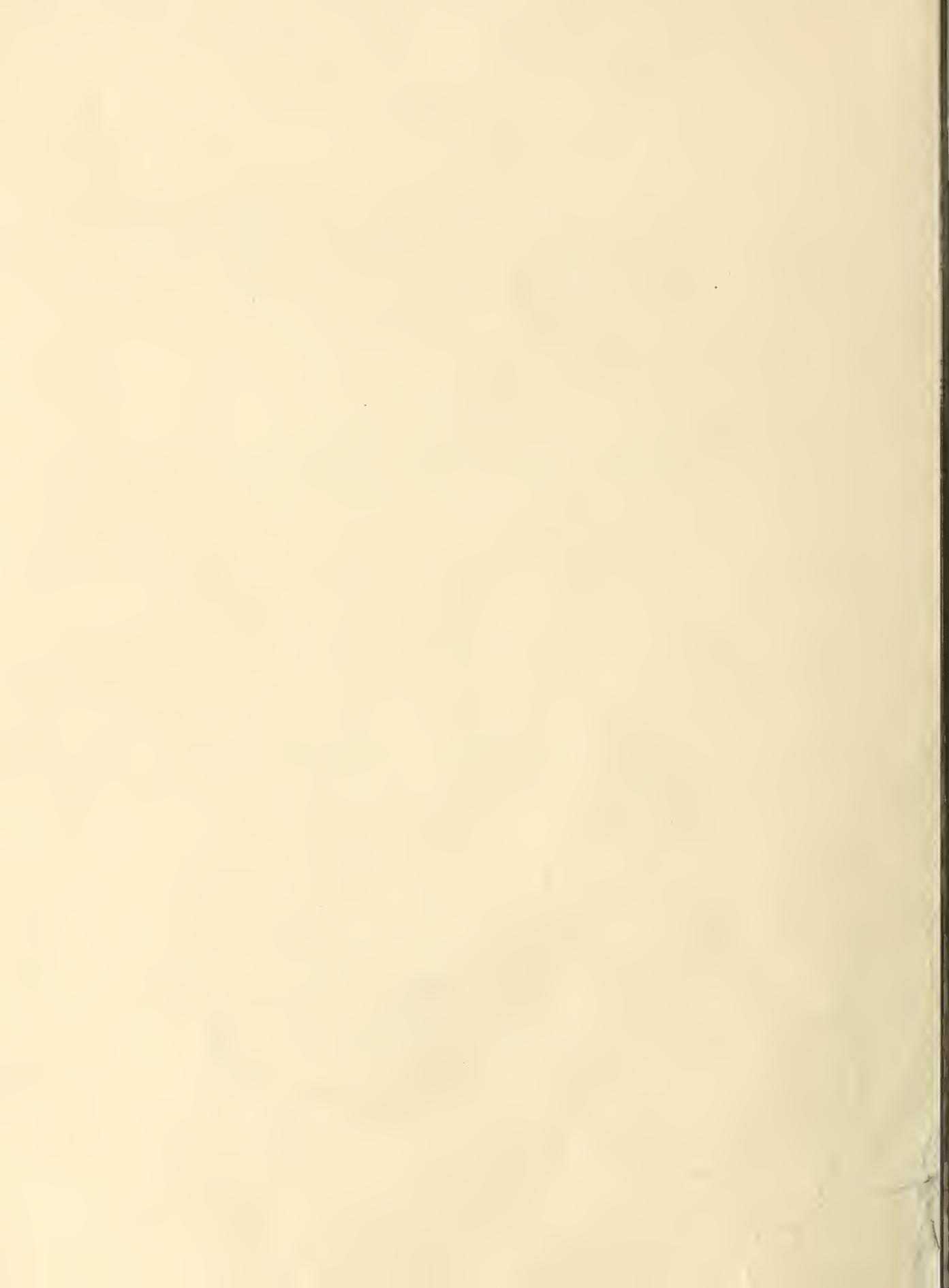


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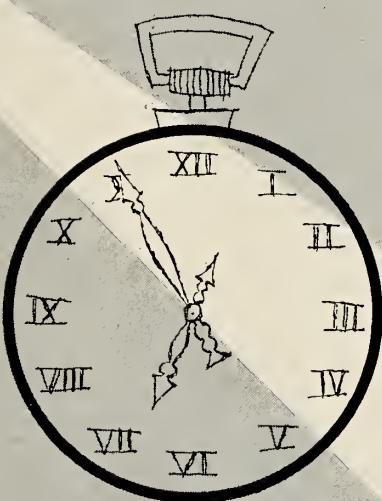
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Another Special Issue on  
Equipping for the Future

EXTENSION SERVICE  
*Review*

OCTOBER 1958



# EXTENSION SERVICE Review

Official monthly publication of  
Cooperative Extension Service;  
U. S. Department of Agriculture  
and State Land-Grant Colleges  
and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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## In This Issue

Page

- 195 Reflections on the scope report
- 196 The agent's role in vertical integration
- 197 Changes in our approach—people before things
- 198 Meeting the needs of today's home-makers
- 199 A learning package for young parents
- 200 A guide for every week
- 201 Stepping up health education
- 202 Joining forces for better breakfasts
- 203 Challenges for older youth
- 204 Iowa's answer to the challenge of change
- 205 And how one county applied it
- 206 Changing hope to reality
- 207 Agents retool for the future
- 208 From idea to national center
- 209 Training needs of today's county agent
- 211 Training county chairmen for the job today
- 212 Make your files work for you
- 213 We solved our filing problems
- 215 Monthly revisions in publications inventory
- 216 Summer schools for modern extension workers

## EAR TO THE GROUND

"If you're going to talk about change, give it a new twist. Everybody's tired of hearing the same old stuff." That's a comment I heard the other day at an extension meeting.

We've been trying to give a new twist to change in these last two issues of the Review. We looked for articles showing how extension workers are meeting change and getting ready for more changes to come.

The theme for these issues was suggested by Les Schlup, director of the information programs division of FES. Les, who retired last month after more than 41 years in Extension, had seen first-hand some of the vast changes taking place. He wanted us to bring together some examples that: "Extension is a dynamic organization, moving forward with the times and, as a matter of fact, ahead of the times."

This is the first issue of the Review since May 1934 that doesn't have Les' name on the masthead. He served as Review editor for 10 years before taking over as chief of information.

Les gave us this parting message for Review readers:

*With this issue my name comes off of the masthead of the Review where*

*it has been for many years. I am, you see, now going through the turnstile which leads to a life without incoming boxes, jangling phones, and the demanding alarm clock. My professional life here has been an eventful adventure, thrilling fun. Surely, I wouldn't want to live one life all over again; but if I had to, knowing you, I'd still choose the same career.*

*For years, you folks have been most helpful and graciously kind. This is my way of expressing my deep appreciation for everything you have done for the Review and in other ways to make easier the fulfillment of our aspiration. Part of the year we shall spend at our cottage in St. Mary's County, Md. We have an excellent county extension staff there. So, you see, we'll be on the receiving end of this great Extension organization in which for two generations I have been a minor cog.—Les Schlup.*

Next Month: Pinpointing Your Audience is the theme of the November issue. The lead article will tell how to define your audience so you'll know which communication channel to select. Then we'll show some of the ways that extension workers are aiming their messages at specific, rather than mass, audiences—EHR

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# REFLECTIONS ON THE SCOPE REPORT

by PAUL A. MILLER,  
*Director of Extension, Michigan*

**I**N May, the Report on the Scope and Responsibility of the Cooperative Extension Service was added to the literature of the extension system. This Report was not the first such analysis. It will, hopefully, not be the last. Public institutions must periodically subject themselves to self-examination—the alternative is obsolescence.

During the past few months every extension worker has hopefully been introduced to the Scope Report and, even more hopefully, has read if not studied it. Those who have will remember the format—the black and yellow colors, the plant theme which symbolizes the rooting of extension work in the lives of people, and the nine areas of program emphasis which the Report recommends.

## *What's Behind It*

Many extension workers may not find the reason or time to search out the fundamentals which the Scope Report suggests. For them I offer a few reflections.

The fundamentals are threefold. The first is that which produces the Report: the intensity of the seven extension leaders who formed an exemplary team in organizing and producing the Report; the hundreds of county program projection reports from which sprung the general outline; the loyal merger of county, State, and Federal levels of the Extension enterprise; and the uncounted many who gave facts, review, and timely suggestions.

The institution of extension work rests in a vast and intricate commitment of organization, legislation, and



administration. This commitment is Extension's strength even though the complexity and rigidity may sometimes be a weakness. The Scope Report is a product of the extension commitment at its best.

The second fundamental is the four basic ideas around which the Scope Report builds. The first idea is management orientation. This is neither farm management, nor home management, nor any other particular arrangement in which management is a central feature. Neither is there exclusion of subject matter fields which are commonly thought to fall outside the management concern.

The Scope Report suggests management as a point of view, whether of individual workers or of entire extension staffs. It suggests that management orientation enriches our educational capacity toward skill and versatility in choice-making—from

farm to neighborhood land use, from family living to community organization to regional development, and from national issues to international policies.

The second idea is that of interdependence. The Scope Report emphasizes the inseparable interplay between the agricultural and industrial sectors and between city and country. We know this interplay is usually political, increasingly social, and continuously economic. Insistence on the notion of interdependence is the real explanation why the Report recommends that Extension focus on important problems rather than on what clientele to be served.

## *Need for Flexibility*

The third idea is focus and flexibility. The Scope Report suggests that modern extension education must distinguish important and relevant matters from those that are not. It implies rejection of the immediate and most pressing as necessarily the most important.

Throughout, the Report suggests that desirable educational outcomes depend upon educators and the people they serve making such decisions. From this comes design of extension effort and commitment to fulfillment. To these ingredients the Scope Report is devoted, for they are primary to educational leadership.

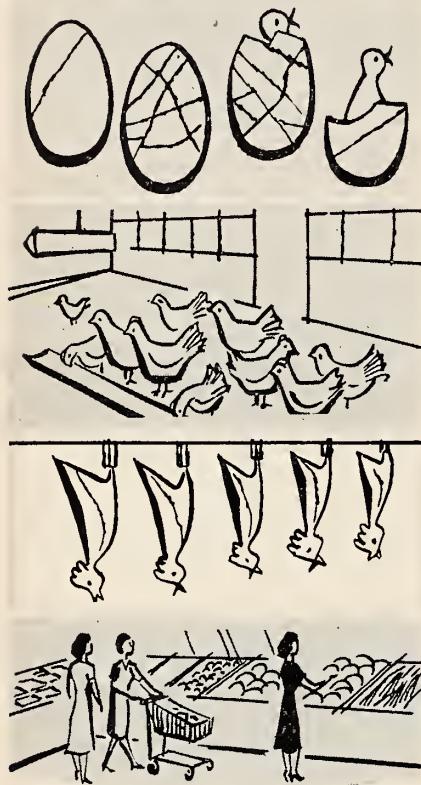
The fourth idea is services and education. The Scope Report implies that the informal education of extension work must be responsive to everyday needs. People who are rearing families and earning livings are scarcely captive to classrooms, curricula, or even sustained interest. Where extension education begins may, and usually will, be humble and elementary.

But where extension education ends in aspiration for the people is equally important. And so the Scope Report suggests to all extension workers that, while rendering service may be the starting point, the ultimate aim is always a continuously broader and deeper experience of people who are learning.

The third fundamental of the Scope Report is its implication for a national effort in extension work. In no way does the Report reduce the

(See *Reflections*, page 213)

# The Agent's Role in VERTICAL INTEGRATION



by H. B. SCOGGINS,  
*Whitfield County Agricultural  
Agent, Georgia*

TEN years of broiler and commercial egg production have completely revolutionized farming in the northwest Georgia county of Whitfield. Just a decade ago poultry and poultry products provided approximately 50 percent of the gross farm income in the county. It is estimated that 85 percent of gross farm receipts were from poultry and poultry products in 1957.

Approximately 14 million broilers were produced during the past year

in the county, providing a weekly income of about \$100,000 to farm families. Production of hatching and market eggs provides additional farm income. Poultry industries, such as hatcheries, processing plants, and feed mills have a weekly payroll of about \$40,000.

The major change in Whitfield's agricultural program can be attributed to a number of agricultural, economic, industrial, and other factors. Vertical integration of the poultry industries may well be one of the most significant.

## Different Approach

The county agent's role in the process of integration calls for many changes in extension education techniques, agricultural program planning, and public relations.

All poultry companies have from 3 to 10 servicemen to supervise and assist poultry producers with production and management problems. This is the group of poultry leaders with which the county agent and State poultry specialist can put across an effective, coordinated, county-wide extension education program. By working through the servicemen and contractors, the county agent and specialist can reach more farm people.

Although the county agent is not responsible for supervision of individual poultry producers, he works with farmers in planning and carrying out the overall agricultural program. The extension method of education by personal visits with producers is impossible to use when there are over 500 broiler growers in the county. Before the number became so large, short courses for producers were held with the assistance of State poultry specialists. Usually, broiler producers attended the morning session and commercial egg producers attended in the afternoon.

In recent years the agents, with the assistance of extension poultry specialists, have held county short courses for the numerous field servicemen in Whitfield County. Field servicemen, poultry contractors, and other poultry leaders are also encouraged to attend all area and State poultry short courses, with the county agent usually accompanying them.

Poultry dealers and servicemen have been active on the County Agri-

cultural Program Committees, County Fair Poultry Show, and other extension activities. Local poultry contractors and service personnel are organized into a County Poultry Dealers Association and the county agent is a member of this group. Extension poultry specialists also participate in some association meetings.

This association recently held a chicken barbecue and 40 4-H Club members helped serve the 3,000 persons attending. On another occasion, the county agent worked with the association in a survey to determine the economic importance of poultry and associated industries in the county.

Good public relations with the contractors and service personnel is important. Whitfield agents frequently visit with the contractors and occasionally accompany servicemen on farm visits to keep abreast of the poultry situation. Mutual concern and interest in the poultry enterprises of the county encourage a spirit of cooperation and progress.

Vertical integration of the poultry enterprises is a dynamic force. It appears likely to continue as the industry becomes more competitive and contractors find it necessary to integrate as a means of controlling production to meet market demands. The county agents and program planning committees will need to make adjustments in the agricultural program from time to time to enable producers to cope with the changing agricultural situation and economy.



Poultry dealers and servicemen put final touches on some of 3,000 chicken halves served at recent dedication of recreation center. County Agent Scoggins worked with dealers in planning the chick-n-que.



## People Before Things

by GLADYS GALLUP and RALPH M. FULGHUM, Federal Extension Service

**A**n estimated 60 million people in the United States saw or read about a Minnesota corn demonstration not long ago. The demonstration shows corn-growing today contrasted with 25 years ago. Look a little deeper and you see tremendous progress in the science and management side of growing corn. You also see tremendous progress in extension methods of getting the results to many people.

This was done through TV, a movie, slides, magazines, and newspapers, some of which went to national audiences. In that way we are taking advantage of progress in communication channels to spread the results of our demonstrations, our research, and other information to the people who need it.

The changes in our methods may not be as dramatic as an atomic submarine slipping under the North Pole or a man-made satellite sliding through space like a star. To the pioneer who set our extension educational pattern, however, they would be as astonishing.

Like our hard-to-fathom atomic and missile progress, tremendous changes in extension problems and methods are exploding suddenly before us. Actually, they are speeded up outgrowth of a long series of more orderly changes, experiences, and of our efforts to adjust to people's needs. By experimenting and making adjustments through the years, we continue to make progress in meeting the changes taking place in our audiences, their problems, and our channels for reaching them.

Once rural counties now have diversified populations. Extension

agents are learning how to work with many different groups—farm families, families in the open country not farming, suburbia, fringe areas, families in town and urban centers, low-income farmers, part-time farmers, young married couples, homemakers who work away from home, farm youth not needed on the farm.

We have fewer commercial farmers but their output is just as vital as ever to the country. And their problems are more specialized, more complicated with high investment, high potential, and high risk.

We are working with an increasing number of people who serve farmers—people who process, distribute, and market farm products. Many of them are doing services farmers used to do.

All of these groups are our audiences and they have different problems, goals, values, needs, and interests.

### Audience-Centered Teaching

We are aiming our efforts at specific targets or audiences as we did in the early days of Extension. The major extension job in early days was one of creating awareness, interest, and confidence in scientific farming.

As we became more established and farmers more eager for production research results, we became more specialized and started putting subject matter first and giving the research answer. We didn't have so many different audiences and the problems were largely physical science ones.

Today, with the emphasis on adjustment—economics, social, public affairs, marketing, farm-city relations—we give our first emphasis to the

audience. As Wayne State University Prof. Earl Kelly says, "Science calls for a switch from the thing to be learned as central, to the human being who is to do the learning. This constitutes a revolution in teaching." Each individual, each group is unique and will learn what has meaning for them.

Lester Schlup, Federal Extension Service Information Director, puts it, "The switch from things to people is now the paramount moving force in Extension, bringing it closer to education than ever before."

### Fitting Things Together

With individual farm families we have shifted to the total farm and home unit approach. We are helping thousands of families fit together the many factors, the many research results that apply in line with their goals. In program projection we are helping whole communities and areas get at all the facts, consider the alternatives, and develop their own programs.

In like manner we are developing our own coordinated teaching approach. Some of the factors are: How people learn, how they act in groups, appeals that will interest the particular audience, and how we can fit visits, leaders, demonstrations, meetings, press, radio, TV, visuals, and other channels and methods together to create awareness, interest, trial, action with the particular audience.

A group of starry-eyed extension editors asked for a national extension communications research and training program to help do that. Many joined them and the idea grew into the half million dollar National Project in Agricultural Communications (*See Change in Approach, page 210*)

# Meeting the Needs of Today's Homemakers



Schools for Young Couples

## Managing for Family Satisfaction



Managing on a Limited Income



by WINIFRED EASTWOOD, State Home Demonstration Leader,  
Massachusetts

**H**OW-TO-MAKE and how-to-do projects were the center of attention in extension homemaking programs of the 1930's and 1940's. Today the homemaker's interests have broadened and our programs include money management and consumer education projects to match the new interests.

This changing picture is clearly visible, particularly in urban States. Indications of the gearing of programs to changing needs in Massachusetts are the Mr. and Mrs.-To-Be Schools, Finance Forums, and Managing for Family Satisfaction.

"We want to know if there is going to be a recession." This was a question from a young woman in the Norfolk County Mr. and Mrs.-To-Be School. Discussion brought out that the young couple was concerned about the wisdom of credit buying in view of a possible recession.

Credit is one of the many topics that young couples eagerly discuss with the specialists. Life insurance, auto insurance, house buying, furni-

ture buying, equipment selection, and family relations are also covered in the Mr.-and-Mrs.-To-Be Schools, which originated in Hampden County in 1957.

### Tackling Money Problems

In 1956, Essex County extension workers introduced another program idea—that is spreading—Finance Forums. Cosponsored by a savings bank, the first forum had record attendance.

A bank official attending a Middlesex County Finance Forum with 350 homemakers said, "It is amazing that so many homemakers are interested in money management." His bank and four others were cosponsors with Extension on a series of four morning forums.

The interest of these homemakers is part of the general shift in interests and needs that seems to have only begun. The formal education of most homemakers includes little about money management. A survey

carried out in one Massachusetts county in 1957 showed that 88 percent of the 150 homemakers interviewed needed some help or assistance on money affairs.

At the first Finance Forum, topics included: Women and Money; Social Security and Life Insurance; You and Your Community Bank; Wills, Estates and Joint Ownership; Investments; and Home Mortgages. But even the forum type of presentation hits only the high spots in the way of education. It introduces the subjects, awakens interest, and gives some facts.

### Helping Whole Families

Another project called Managing for Family Satisfaction has been as popular as the forums and individual learning is perhaps higher. Here the topic is developed in an intensive series of workshop meetings with small groups of homemakers.

The specialist or agent meets with the group for a series of half-day or evening meetings. Using workbooks, the families are encouraged to think through their needs and wants—food, clothing, housing, health, recreation, education—and to work out ways to provide them.

Income brackets and age groups are broad among those interested in money management. Homemakers attending the workshops had incomes varying from \$3,000 to \$10,000 and were young to middle-age. Only one group drew both husbands and wives.

In a highly-urbanized and organized State, just reaching the homemaker is often a problem. The homemaker's time is frequently in shorter supply than even money or advice. Meetings take energy and valuable time. To help meet this problem, Worcester County has a daily recorded message on the telephone answering service.

From 400 to 800 calls are received each day, from early morning until midnight. Callers hear a 45-second message on the same subject as the regular telephone questions of the week. Best food buys, hints on home-  
*(See Today's Homemakers, page 215)*

# A Learning Package for Young Parents

by ELIZABETH GRADDY, State Home Economics Leader, New Jersey

**T**HIS is the story of a project that grew out of a need—a need expressed in letters from anxious parents.

From their letters, it appeared that many parents were overconcerned about their children and needed help to know what to expect at various ages.

To give young parents a well-rounded picture of their jobs, our specialists in human relations, foods, clothing, and textiles cooperated to make *Know Your Preschool Child* a "package" learning experience.

Volunteer leaders take part in six 2-hour training sessions to prepare for conducting local discussion groups.

Lesson one is devoted to physical growth patterns. Parents learn what they can expect of their children at different ages. They learn that there are certain ages when they can expect new accomplishments, but that the child's pace cannot and should not be hurried.

Lesson two deals with emotional development and the influences of such feelings as love, hate, anger, fear, and jealousy. Recognizing that many childhood fears are the result of vivid imaginations, wise parents help their children through the period of being frightened by showing them the love and reassurance they need to outgrow their fears.

Lesson three, *Food to Grow On*, stresses the importance of food which meets individual needs along with the what, how much, how often, and why of food for the preschool child. Reassurance that children's appetites can vary considerably at different stages does much to make mealtimes happier occasions for all family members.

Lesson four is titled *Building Good Food Habits*. Parents are given recipes and menus and taught the effect of food on behavior of children. Mothers learn how to adapt family menus to suit a child's needs and to introduce new foods in small amounts. The realization that attitudes toward food are largely emotional helps to reduce the temptation to use food as a bribe, a reward, or a punishment.

Lessons 5 and 6 deal with clothing which provides comfort, freedom of movement, room for growth, and self-reliance. Mothers learn to consider these features as well as durability and ease of care when they select their youngsters' garments.

Visual aids and supplementary materials help keep the two-hour sessions lively. Often a point is illustrated by a film with a descriptive title, such as *The Terrible Twos*, *The Trusting Threes*, *The Frustrating Fours*, and *The Fascinating Fives*.

Mothers express interest in a chart on how to measure children for clothing sizes and another showing the approximate age at which a child learns to help dress and undress himself. Sample garments with desirable

features and helpful labeling nearly always start an exchange of shopping and clothing care experiences.

Agents, and later the leaders, go to meetings armed with well-illustrated leaflets to supplement the lessons. For instance, the one titled, *Food for Your Child*, contains photographs of well nourished children to help parents know physical characteristics to look for.

## Values of Project

Obviously, all this takes a great deal of effort. And what does it accomplish? For one thing, *Know Your Preschool Child* meetings have helped relieve hundreds of parents of unnecessary anxieties.

By this group study of general growth patterns in all areas, parents realize the individuality of each child. They understand that each will respond to his environment and learning experiences in his own way.

Parents sometimes underestimate the importance of providing experiences for which the child is ready. They sometimes get so much joy in doing things for their child that they hinder his growth or fail to recognize the signs that he is approaching another stage of development.

Through sharing observations and knowing the variation which can be expected in general development patterns, study group members gain confidence that they are helping their children to reach their full potential.

As a part of the overall home economics program, this project plays a vital role in helping individuals understand and appreciate growth and development and the needs of self and others. Realizing that the home is the major influence in the day-to-day status of physical and mental health, our aim is to coordinate and focus our teaching program in the several subject matter fields on the problems of families.

With young people marrying at an earlier age, and in most cases having larger families, the demands of bearing and rearing children often overlap the completion of physical and emotional development of the young parents themselves. They need and want to help in accomplishing the greatest of all tasks—building the foundations of human health and character.



How much should a child grow in 6 months or a year? Classes such as *Know Your Preschool Child* help parents understand that development rates vary.

## National Home Demonstration Week

# A Guide For Every Week

by Mrs. MINNIE M. BROWN, Assistant State Negro Home Agent,  
North Carolina

A record-breaking audience was reached by North Carolina Negro Home Demonstration Clubs during National Home Demonstration Club Week this year. Organizational leaders of the Home Demonstration County Councils planned and carried out a large number of special projects, programs, and activities to observe this special week.

Home agents, specialists, and district agents all provided educational assistance as these leaders planned activities to acquaint more people with the total extension program. They emphasized Extension's contribution to home and family living, the scope of home demonstration work, and how it helps families as they adjust to changing social and economic conditions.

All counties geared their observance with the National theme, To-day's Homes Build Tomorrow's World. In addition, each county made special efforts to reach new people and have them actively take part in the home demonstration program.

### Participation of Others

One outstanding feature of this special week was the widespread participation of other agencies and professions. We feel this indicates how Extension is broadening its scope through other groups. For example, program participants included Congressmen, members of the State Board of Education, lawyers, school principals, vocational home economics teachers, doctors, county commissioners, heads of college home economics departments, supervisors of schools, newspaper publishers, librarians, ministers, officials of missionary societies, and retired home agents.

These people gave their views on the week's theme, and called for united, determined leadership and greater clarity of purpose in today's everchanging patterns of living.

Over the past three years there has been a constant rise in the number and variety of methods that leaders and agents are using to get the job done.

The methods used in reaching the people during this special week in a large measure paralleled those used by home agents and leaders in conducting the regular home demonstration program. Community meetings, county-wide meetings, and tours accounted for a total attendance of more than 25,000. Scores of news stories, radio and TV programs, exhibits, home visits, and circular letters were also featured.

Other activities included banquets, fashion revues, teas, clean-up campaigns, bake sales, home beautification projects, special church programs, the crowning of "Mrs. H. D. of the Year," district federation meetings, reviews of home demonstration accomplishments through use of slides, skits, and talks, awarding of 4-H scholarships sponsored by home demonstration county councils, and awarding of certificates to outstanding voluntary leaders.

Each activity had a definite purpose in the overall goals and objectives of the extension program. Many counties used the week to make additional attacks on homemaking problems already pointed up in program projection. The complete report shows that programs and projects incorporated lines of work in each of the major homemaking areas.

In Gates County one program was a dress revue emphasizing how home sewing contributes to better family living. Three generations of the J. M. Bond family participated. Mrs. Bond modeled an afternoon dress, her daughter modeled a Sunday dress and a cashmere coat, and her two granddaughters wore navy blue coats. These garments had a combined total value of \$150 but the actual cost was less than \$50.

To promote community pride through cleaner and more attractive surroundings, the Guilford County Clubs conducted a clean-up campaign. About 5,000 litter bags were distributed through rural churches and stores. Each bag carried the club insignia and the message: "Do You Throw Trash on the Highway? Join the Home Demonstration Women—Take a Bag in Your Car for Trash and Keep Guilford County Clean and Green—National Home Demonstration Week May 4-10."

Richmond County filled a two-page spread in the local newspaper with pictures and stories of home improvement projects by the local rural families.

Vance and Caswell Counties featured food conservation (canned and frozen) displays designed to show their relationship to health, economy, and better utilization of time and energy.

Mrs. Thetis Gerald, Robeson County Council president, spoke to a special church program audience of nearly 300 on the subject, "The Christian Family."

### Program Effects

It is difficult to measure accurately the results of the programs and activities carried on during National Home Demonstration Club Week. However, we have reports that dividends are already appearing.

Basically a greater awareness of the Extension Program was brought not only to those already actively involved but to non-participants as well. Greater interest was generated among homemakers for improved personal, family, and community living.

As a result of the awareness and interest created, nearly 200 homemakers joined existing home demonstration clubs. Requests for organizing new clubs were made and other homemakers are seeking assistance through other media.

Volunteer leaders were given another opportunity to develop their talents and originality. Greater appreciation was developed for the extension program in general by rural farm, rural non-farm, and urban people. This was especially aided through the fraternization of other agencies and professions.

(See *Every Week*, page 202)

# Stepping Up Health Education

by ELSIE CUNNINGHAM, State Home Agent, New Mexico

**H**ow healthy are our homemakers? That's a question we asked in considering ways to step up our health education efforts.

We knew that the most pressing health problems today are the chronic diseases. Among these are heart disease, tuberculosis, anemia, diabetes, cancer, mental illness, arthritis, obesity, and certain defects of vision and hearing. If detected early many of these can be cured or minimized.

Multi-test screening programs have been developed recently to help detect two or more diseases at a time. One blood sample, for instance, can be tested for signs of diabetes and anemia, or a chest X-ray can be inspected for signs of tuberculosis, lung cancer, and heart defects.

With these facts in mind, we wondered if we were overlooking the importance of health education in our State extension program. We knew that many homemaking club members had physical examinations every year but we had no way of gathering data from individual doctors.

Then the Department of Public Health expressed an interest in knowing the proportion of women in the State who suffered from chronic diseases. Could the Extension Service help gather such information?

Homemakers College, an annual 4-day program on the campus, offered a golden opportunity for a survey. It brings together a cross-section of homemakers from all parts of the State. So the public health department agreed to conduct a multi-test screening program.

## Taking Action

The survey team from the chronic diseases division set up a temporary clinic on the campus and went to work. Participation was voluntary; the service was free.

Approximately 200 women, from teenagers to sexagenarians, participated in a series of tests. These included height and weight measurements, blood pressure and electrocardiogram readings, and blood sugar and urinalyses.

The tests indicated that 41 percent of the women had positive blood sugar reactions, showing the possibility of diabetes. In the urinalyses, 6 percent had varying degrees of positive albumin reaction, indicating possible malfunction of the urinary system. Electrocardiogram recordings showed that 26.6 had abnormalities of heart function.

This screening program was not intended to diagnose disease. Its purpose was to spotlight areas where further tests were needed.

Although the tests were not conducted under controlled conditions and cannot be considered conclusive, the survey provided challenging in-



Technician draws blood sample for blood sugar determination, one of several tests for detecting chronic diseases.

formation for program planners as well as for those who participated in the survey. Furthermore, it increased health consciousness.

Individual reports of survey results were mailed to both the women who participated and their family doctors. Most of the women followed up by consulting their physicians for further diagnosis.

The health committee of the State Association of Home Extension Clubs also stepped up its program of physical examinations for club members. More emphasis is being placed on health in club programs.

## Health Agencies Help

Attention was again focused on homemakers and their health at Homemakers College this year. An impressive exhibit showed results of last year's health screening survey. The American Cancer Society, Heart Association, National Foundation for Infantile Paralysis, and Tuberculosis Association brought timely information through exhibits, too. Representatives of these health agencies were on hand to talk with interested individuals. This year women between the ages of 18 and 44 also had an opportunity to participate in a dental research project conducted by the division of dental health.

Perhaps we will never have an answer to the question, "How healthy are our homemakers?" But one thing is evident; the job is just beginning. Much more remains to be done in health education.



New Mexico women learned about program of National Foundation for Infantile Paralysis during 1958 Homemakers College.

# Joining Forces for Better Breakfasts

by MRS. HELEN MEINZER,  
Rio Grande County Home Demonstration Agent, Colorado

How can you get a message to every person in your county and be sure they receive it? One sure-fire way is to enlist the support of other groups with similar interests. That's what we did in our Better Breakfast campaign in Rio Grande County.

For some time the home demonstration club members and agents felt that our nutrition lessons were not meeting the needs of the people. To find out, we carried on a nutrition survey in each home demonstration club. The summary showed that county folk were not getting enough Vitamins C, A, or calcium.

Breakfast seemed to be the most neglected meal. One logical answer to this, of course, was a series of lessons on better breakfasts. This raised the question: How can we get these lessons to all people in the county?

The club members decided on a county-wide campaign to inform every man, woman, and child in the county. To do this, they organized a campaign committee composed of business and professional women, school teachers, radio and newspaper representatives, and home demonstration club members.

The major objective was to improve the health of county families through better breakfasts. To carry it out, the committee agreed on these steps: To project the home demonstration program on better breakfasts to other organizations and individuals, to get cooperation of others in answering the breakfast survey, to assist in distributing educational materials, and to suggest other means of creating interest among other groups.

Members of the committee carried the campaign to other people through individual contacts and mass media. School staff members, representing 12 schools, encouraged students and faculty to participate. Grade school children competed in a poster contest on good breakfasts.

Breakfast habits were determined in a survey of 2,500 school students, teachers, business and professional women, and home demonstration club members. Although most children ate big breakfasts during the summer and on weekends, school days were a different story. After breakfast facts were given to students and their parents, a followup survey showed marked improvement.

Improvement was obvious among teachers, too. One teacher said he had never before understood why a good breakfast was important.



Survey of breakfast habits in Rio Grande County is discussed by May Combs, associate home economist; Helen Meinzer, Rio Grande agent, and May Stanek, nutrition specialist.

We aimed for greater adult participation through home demonstration club members and business people on the committee. A limerick contest was one way of stirring up interest in the breakfast suggestions.

The importance of making up for the lacking vitamins and minerals led many homemakers to enrich their morning menus. One home demonstration club member said that her husband would not drink fruit juice. Now that she prepared fruit in other ways, he enjoyed it every morning.

Another club member told about her young son saying, "Gee, breakfast tastes good now. This is the best lesson Mama has ever had at her home demonstration club."

Business and professional women

reported changes in their breakfast habits, too. Many said they had not realized before that this was so necessary.

Mass media played an important role in extending the campaign's range. One radio station reaches 5 surrounding counties and the county's 2 newspapers are read in other areas. Another contact was made through breakfast folders placed in restaurants.

For 3 months we emphasized better breakfasts in this all-out campaign. Each month we concentrated on a different food group—proteins, grain foods, and fruits.

We estimate that the information reached at least 30,000 people. There are 12,000 people of school age and over in the county. The others were reached through mass channels.

Many people from surrounding counties asked for copies of publications distributed during the campaign. Letters were received from three other States asking for the breakfast information they had heard or read about.

The end of the Better Breakfast campaign coincided with National Home Demonstration Club Week. The nutrition and club week committees decided to observe both events with a county breakfast for club members and others who aided in the campaign. More than 150 persons attended this event which officially closed the campaign to boost better breakfasts.

The campaign was both work and fun. By joining forces with other organizations, we were able to make the people aware of the need for good breakfast habits. We think the campaign will continue to pay dividends in better health for years to come.

## EVERY WEEK

(Continued from page 200)

We realize that voluntary group work must be constantly attractive and that people must have solid reasons for taking part. So the principles and objectives underlying the observance of National Home Demonstration Club Week will be followed as guides throughout every week of the year. Evaluation will be continued as a basis for general program direction and improvement.

# Challenges for Older Youth

by JOHN BANNING, *Federal Extension Service*

**W**E have a problem of holding members long enough to make the experience most meaningful, E. W. Alton, 4-H division director, told State leaders at National 4-H Camp 5 years ago. He challenged State and county staffs to tackle this problem.

A swing around the country quickly shows that the States and counties took the challenge seriously. They have added many programs with special appeal to the teen-ager.

In Virginia, George Russell of the 4-H staff and George Bloom, sociology specialist, have teamed up to put special emphasis on career exploration. A 17-year old boy who attended a career exploration class at the State 4-H Club short course wrote, "I didn't know there were so many things to consider before deciding on a career." Another 4-H'er who took the class at Senior 4-H Camp made this remark, "I am interested in several occupations and before I didn't know how to go about choosing one of them."

A survey of those enrolled in a career exploration program revealed

much about the interests of young people. Forty-eight percent thought it should have the same emphasis as other projects. Another 20 percent said it should be a project and all agreed that it needed great emphasis with the 14-18 age group.

## Teenage Interests

New York State has been experimenting with a teenage talkover project since 1953. Joe McAuliffe, assistant State 4-H leader, said, "The project is planned by teenagers and adults jointly. It is built on the same foundation as all successful extension work—based on the needs of the group, learning by doing, backed by accurate information, presented in an interesting manner."

They have had as many as 80 14-year olds or older in a countywide club. They held eight meetings on such subjects as physical and mental development, boy-girl relationships, getting and keeping friends, exploring careers, etc. At present, the teenagers run the program almost entire-

ly, making arrangements for meeting places, resource people, selecting topics, and other details with the guidance of the club agents.

"This project has resulted in a method of working with teenagers," Mr. McAuliffe says. "Working with a group of teenagers to help them develop a program is more satisfying than giving them a cut-and-dried program, even one that has been successful with other groups. The future looks bright if we can meet teenagers on their own ground and challenge them to grow as they develop their own projects and programs."

A. Mayoral Reina, State 4-H Club leader in Puerto Rico, writes that the 4-H Citizenship Study has started them off on a program that will be helpful to extension workers and younger members, as well as the older 4-H boys and girls. He quoted an extension agent as saying, "The citizenship project helped me to organize my work better and equipped me with more knowledge and skill in conducting a more efficient program for 4-H members."

He says they look with satisfaction on the involvement in the program of the mayor, senators and representatives, the Authority of Water Resources, and the Department of Health. A 4-H'er in Puerto Rico said, "I believe the citizenship project offers club members splendid opportunities for developing our personalities into more useful and desirable citizens."

(See *Challenges*, page 215)



More than 1,000 Virginia 4-H Club members had opportunity to study career information at exhibit during 1958 4-H State short course.



Automobile dealers cooperate with 4-H automotive care and safety projects. Here a salesman discusses safe ways to jack up a car.



# IOWA'S ANSWER T

by RICHARD K.

A big challenge is banging on Extension's door. You've heard it. It's the challenge to change with the times.

Iowa Extension recognized the challenge. And it made an effort to put the forceful drive of change to its own use in a Challenge to Iowa during the early months of 1958. The title was used to identify an educational broadside aimed at rural and urban Iowans. They were told the story of social and economic change through every communications medium.

Challenge to Iowa was spelled out in newspapers, on television and radio, in leaflets and letters, by word of mouth, and in a new tool for Iowa Extension—fact sheets. These were summaries of facts relating to specific subject areas and were used by self-organized discussion groups.

### People Take Notice

The goal of the Challenge program was to make Iowans aware of change and of the need for meeting it constructively. Results are hard to measure in terms of statistics. But an observer can find ample surface evidence that Iowans are increasingly aware of these changes.

For example, a small-town Iowa banker told an extension worker, "Small towns are fighting for life. There's no standing still—we must go ahead or back."

The headline of a county seat newspaper proclaimed, Launch Community Planning Program. In the accompanying story, the editor is quoted as telling persons attending a community planning meeting, ". . . we must learn how to live with change instead of becoming its victims."

Iowa's largest newspaper has for

several months been carrying a Sunday feature series reporting on community life, hopes, and outlook in Iowa towns and cities.

More and more communities have been calling on rural sociologists at Iowa State College. Apparently with a reawakened concern for the future, they want guidance and advice.

### Reaching Them All

Challenge to Iowa was broader in scope than any educational program previously attempted by the Iowa staff. It employed more resources, both within and (significantly) outside Extension. And it engaged a vaster audience, reaching young people as well as adults, urban dwellers as well as country folks.

The Challenge program served as a training ground for extension workers at both State and county levels. It created new ties between workers and inspired their confidence in the ability of extension to grab hold of a tough problem and work out a solution.

Challenge to Iowa was designed for presentation over a period of six weeks. It was based on six topics—one for each week of the program period.

Topics were, 1858-1958—A Century of Change, Growing with a Changing World, Facing Change in Iowa, Building Agriculture for Modern Needs, Building Iowa Communities for Tomorrow, and Families in Tomorrow's Iowa.

The program was designed for maximum saturation. Each topic was presented in four ways—through newspapers, television, radio, and fact sheets.

Fact sheets were the core materials for the program. They were the primer for press, television, and radio

presentations; the guidebook for discussion groups. Each fact sheet condensed a great body of facts, figures, experience, and knowledge on a specific topic.

An opinion record sheet was enclosed with each fact sheet. This allowed the user to register his opinions on the subjects and to make them known to county and State extension leaders.

The idea of fact sheets was new to Iowa Extension, as was the discussion group approach to extension education. Groups were formed in both rural and urban areas. Volunteer leaders formed groups among their friends and neighbors. The leaders obtained fact sheets and other reference materials from county extension offices.

### Mass Coverage

Members of discussion groups also could get basic information from Challenge articles in newspapers. And they could view the television programs and listen to the radio series.

Seven TV stations carried the six half-hour programs produced by Extension. Six stations were Iowa outlets, one was on the Iowa border at Omaha, Nebr. A series of six 15-minute radio programs was carried on 27 stations, blanketing the State. A total of 194 county newspapers carried the series of Challenge articles produced at the State level and distributed through county offices.

Television, radio, and other State-wide publicity were conducted by the central Extension staff. Out in the counties staff workers were busy stimulating interest in the program.

During the period of preparation for, or involvement with the program, 38,824 people attended 1,294 meetings conducted by county extension personnel. County staffs involved 1,500 county and city leaders in assisting with the development of the program. Hundreds of others helped in various

# THE CHALLENGE OF CHANGE

Assistant Editor, Iowa

ways. Leader guides were adapted for local use and distributed to 2,662 leaders.

In publicizing the television and radio presentations, and in telling of the availability of fact sheets, 49,318 homes were reached by letters from county extension offices.

When the program was underway, fact sheet distribution climbed to a

final total of 31,895 sets. Distribution was made to 922 discussion groups, 584 classes in 513 schools, and 7,846 additional families.

Challenge to Iowa was a program of depth and ambitious purpose. Yet it was created in minimum time, to meet an urgent need. The decision to undertake the program was reached late in November 1957. On

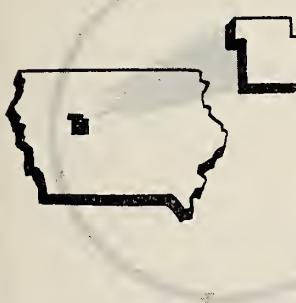
January 27, 1958, Challenge was pushed into full swing in the kickoff area.

This meant that, in 2 months' time, a tremendous amount of planning, research, and production had to be accomplished. The pressure of time meant that everyone had to pitch in.

Production teams were formed by cutting across department lines and assignments to get the best people to do the job. The keys were teamwork and a willingness to try new things. Extension recognized that it was challenged to change its ways to cope with the times—and did.

But the Challenge in Iowa hasn't ended. In fact, it's only begun. Chapter two already is outlined and soon will be under way.

## ...And How One County Applied It



by ROGER W. LEINBACH,  
*Calhoun County Agricultural  
Agent, Iowa*

EXTENSION has made a lot of changes since I started 22 years ago as county agricultural agent in western Iowa. Looking back, I recall the many farm trips in the Model A to assist with individual problems. Our extension programs at that time seemed to be geared to requests for assistance from either families or small neighborhood groups.

Now I am county extension director in a typical central Iowa rural county with no towns of more than 2,500 population. Our county is blessed with the highest per acre value of land and buildings in the State. But we face our share of adjustment problems.

Great as our natural resources are, the facts reveal that 14.3 percent of the farm people in our county moved off farms during the past decade. Our

people ask, "What's happening?" They become increasingly concerned as they see young and older people leaving farms and homes. They sense the effects on many communities "rocking" from the economic and social impact of the times.

Thanks to the guidance and foresight of the Iowa Extension Service, the people were given a "handle to grab." A unique mass media and discussion program called Challenge to Iowa was outlined by the college with county and local participation invited.

The program provided two basic principles applicable to present extension techniques—get people to analyze their problems and situations based on true facts and information and coordinate educational programs using mass communications media.

### Community Observations

In our county, 117 discussion groups were formed. They ranged from single families to community groups. These people sat around their own tables, met in a neighbor's home or in a community building and listened to special television and radio programs dealing with vital subjects. In addition, they were supplied with printed material for group discussion.

The impact of this program is unlimited. For example, one school

group decided to analyze their situation. They discovered that there were 21 vacant farmsteads in their own school district, 17 of which were vacated during the last 5 years.

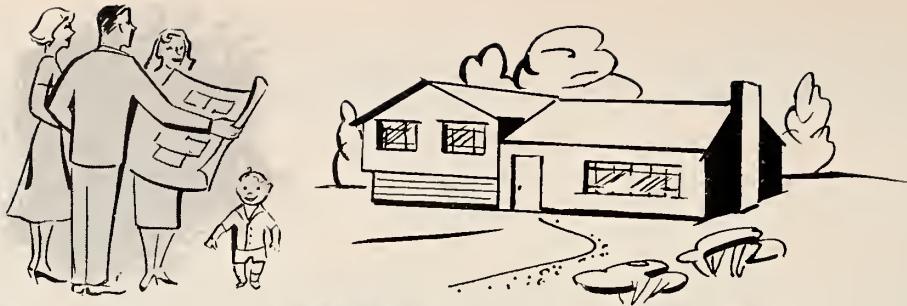
In less than a year, the public school had lost 35 high school students while adding only 6. Losses were due to dropouts or families moving away. And the town serving this community lost \$81,600 in business due to the declining farm population.

This community, since discovering the true situation, has "rolled up its sleeves" and is adjusting to present-day conditions. It is one community that will not fold, because the people are planning now for the future.

Another community, as a result of the Challenge discussions, requested our county extension staff to help obtain the latest labor availability information. A survey was taken and this material made available to all the communities in the county. Community groups now can present up-to-the-minute information about skilled and unskilled labor to industrial firms seeking locations.

Summaries of individual and group thinking about Challenge subjects were tabulated by the county staff. These have been invaluable in shaping future educational programs. We

(See County Application, page 210)



## Changing HOPE to REALITY

by LEON MICHAELSEN, *Farm Management Specialist, Utah*

BETTER Farming Agent Lloyd Clement, of Utah's Uintah County, faced a difficult problem. How could he get the P. family to adopt some changes they needed to make to save their home and farm. Twice he had worked with the family and devised what looked like a feasible farm plan. Each time it fell short, because the family didn't follow through.

The family had over-extended themselves financially in an effort to complete their new home. They had sold, borrowed, and charged all they could to buy lumber, a furnace, concrete, shingles, and other things going into the home.

### **Management Introduced**

As a last resort, Clement and Home Agent Jessie Eller tried a new approach just proposed for use with Better Farming for Better Living cooperators by the State steering committee. They made an appointment with the family to spend an evening talking over their program. Present for the discussion were father, mother, two teenage daughters, and the 10-year-old son.

The agents introduced the discussion by asking family members to list their needs, wants, and hopes. What did they want to do, to be, to achieve as individuals and as a family.

Among the things listed were a set of false teeth, school clothes, livestock, be an eagle scout, and 27 other items involving individuals and the group. It was noteworthy that the most urgent need was suggested by one of the teenagers—larger income to pay bills and debts and to buy some of the things on their list.

Next the family was asked to go back over the list and classify each item as a need, a want, or a hope. How urgent and necessary was each item? They then ranked their needs in order of priority.

In all, they classified 10 items as needs, 8 as wants, and 9 as hopes. Next they added a date by which each should be achieved to meet family standards of progress. Top rating was given to more income and high priority was given to false teeth and school clothes.

The evening's discussion was concluded by talking about what could be done to bring more income—what were their alternatives? Their suggestions became their plan (and mostly the changes that had been previously proposed, but failed to achieve).

The family sold their riding horses and postponed indefinitely the purchase of a new car. The son took over the chores, enabling the father to do some custom work. One daughter took over the housework and the mother and the older daughter both took part-time jobs.

### **Emphasized Needs**

A checkup 6 months later showed that the family had followed through very well. They had made substantial progress and achieved 11 of the 27 needs, wants, or hopes. Of still greater significance, they had concentrated their energies on the needs, not the wants as had been their custom.

Their faith in the power of this method is illustrated by the fact that the family, without leadership, suggestion, or help, went through the same process this year. They made a new list of needs, wants, and hopes,

together with a farm and family plan. Now they're well on their way to a fuller, happier life.

Utah agents and specialists who have gone through this preplanning process with a family say it has a great potential. It sets the guidelines for budgeting family income, expenses, purchases, and payments. It helps the family unify their efforts. It helps them develop real, tangible goals.

### **Door to Future**

This process opens the door for considering all alternatives — even leaving the farm if necessary to meet their goals. It introduces a consideration of alternatives which are considered in greater detail during the preparation of written plans.

Preplanning helps the family to move from the past to the present to 5 years hence when considering their plan. Preparation of written plans is implemented by the family having gone through this process.

This preplanning process, which is outlined in Utah Extension Circular 259, has been effective in several cases. One couple left the farm and went back to school after taking a better look at their goals and opportunities. Another couple bought additional acreage, a decision which they had debated for years. A third couple built a grade A dairy unit in preference to converting to a broiler enterprise—a change that had been pending for months.

This process unifies the family, elevates their goals, and adds to their determination to succeed. It gives them a step-by-step program for changing hope to reality.

# Agents Retool for the Future

by W. J. KIMBALL, Program Leader, Resource Development, Michigan

LIKE the State's automotive industry, Michigan extension agents are having to retool for the future. Traditional agricultural training is no longer adequate for meeting the complex problem in one of the most rapidly changing areas of the country.

Look almost anywhere and you will see signs of change. In southern Michigan you will see great sprawling suburbs and new country homes scattered throughout the farming areas. Huge factories are going up away from the old population centers. Even in the rural communities you will find modern subsidiary and supply plants.

In these same southern Michigan counties you will see a changing agriculture. Farms are growing larger, more intensive, and fewer. On the small farms that remain are the busy twilight or weekend farmers, a part of the regular commuting factory force.

In much of northern Michigan and the Upper Peninsula another, quite different, change is taking place. Many farms now are idle but with the increased population, shorter workweeks, super highways, improved automobiles, and the "Big Mac Bridge," there is a new boom in the tourist and resort industry.

Change is not new to Michigan. From a State of farmers, woodsmen, millworkers, and miners, Michigan rapidly grew to one of the foremost manufacturing areas of the world. But the present change is coming even faster in an area which already has 7.8 million people.

Michigan extension agents' training and experience, coupled with help from specialists, has enabled them to meet the challenges of an improved and expanding agriculture. Agents also adapted programs to help answer urban lawn and garden problems, develop urban 4-H Club activities, and assist part-time farmers.

Such problems as land use planning, zoning, and community development have been more difficult. Few foresaw the great future needs and these areas were not given equal consideration with the traditional commodity approaches in the development of extension programs.

As early as 1945, land use courses were offered at Michigan State University but participation was limited. The big push in extension for advanced work of a broader nature had not yet begun. Extension leaders, however, were beginning to sense what the future might bring and

made some bold steps which established a satisfactory basis for much retooling.

In the late 1940's a club agent of long standing was transplanted to a new role in a booming automotive manufacturing community. Sheldon LaTourette was named Genesee County associate agent to serve non-farm families of Flint and surrounding communities.

There were apprehensions about this new assignment and LaTourette's "suburban forums" were skeptically surveyed by traditional agricultural workers as well as his new clientele. This pioneer, however, successfully assisted with general planning problems and other educational problems of that rapidly growing community.

## Trying New Ways

A second major experiment began in a rural southern Michigan county about the same time when Charles Kaufman was appointed Livingston County agent. Kaufman saw the signs of future development and gradually won support for land use planning. In 1956 an associate agent took over the agricultural responsibilities, enabling Kaufman to devote his time to planning and zoning developments. Now his advice is sought throughout Michigan to help others bring about an orderly shift from a strictly rural economy.

Several major changes in developing land use and community development programs were accomplished in 1956. At the completion of a graduate course in sociology, Ed Alchin was appointed Saginaw County Community Development Specialist. A carefully executed program, involving over 300 Saginaw citizens, resulted in an outstanding community survey. Alchin was recently brought to Michigan State University to help others develop similar projects.

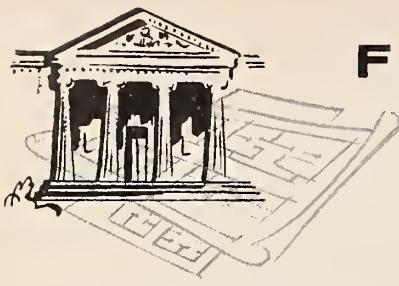
Later that year two more extension workers who showed interest and aptitude in this resource development approach were given unique assignments in two northern "cut over" counties.

Oscoda County people wanted assistance in developing new employment opportunities. Warren Cook became the county's first full-time agent



Land use changes are discussed by Harry Lund, Midland County agent, at weekend field workshop for agents.

(See Agents Retool, page 214)



# FROM IDEA TO NATIONAL CENTER

by D. B. VARNER, Vice President, Michigan State University

MY grandmother used to say that you can count the seeds in an apple but you can't count the apples in a seed.

Ideas are like seeds. Once an idea has been planted, it may have effects on people and things forever after. This is the story of just such an idea.

This is the story of why and how the National Agricultural Extension Center for Advanced Study was developed. It is a story of problem identification—and the creation of a concept designed to solve the problem. It is a story of a concept on trial for a full 2 years.

This is a story of involvement of many people—every director of extension, every State leader of home demonstration work, and every president of a land-grant college or university in America—busy but intently interested people.

## A Seed Is Planted

The story began at the annual meeting of the Association of Land-Grant Colleges and Universities in November 1952. Here the Extension Committee on Organization and Policy gave particular recognition to the need for a program which would result in an improved Extension Service. It was here that a representative from the W. K. Kellogg Foundation indicated an interest in such a program and encouraged further development.

The administrators at this meeting had taken a thorough look at the Cooperative Extension Service. They came face to face with the realization that, in our rapid growth over the past half century of service to American families, the service has proceeded largely on the basis of trial and error.

The State and territorial services have been guided by a common philosophy but they have developed in 51 varying environments and with 51 concepts of organization and procedure. Those closest to this organization appreciate that progress since 1903 has been tremendous. But they also recognize that we have only begun if we are to fulfill our educational responsibilities and potentialities in the fields of "agriculture, home economics, and subjects related thereto."

The Extension Committee on Organization and Policy formalized their concern by appointing a committee to develop an appropriate program for attacking this problem. While there was substantial change in the early membership of the committee, the group which was largely responsible for developing the program consisted of Director George Lord, Maine; Director G. G. Gibson, Texas; State Leader Helen Prout, Colorado (later Washington); Director D. B. Varner, Michigan, chairman; and C. M. Ferguson, FES Administrator.

The committee met frequently during late 1952 and throughout 1953. Each member was asked early to identify those areas where serious problems existed—problems which limited the effectiveness of Extension.

There was a striking unanimity among all members of the committee in the identification of these problem areas. They were so clearly defined that the whole range of problems could be condensed into four major groupings:

1. The entire field of personnel training and management.
2. The planning, development, execution, and evaluation of extension programs.

3. The matter of relationships within the Extension Service, between the Extension Services and the Schools of Agriculture and Land-Grant Colleges, and between the Extension Services and other agencies, organizations, and institutions.

4. The need for a continuing reassessment of the role and function of the Extension Service in modern society.

With these problem areas identified, the next task facing the committee was to develop an approach which might lead to problem solving. Many hours were spent discussing the most productive possible approach, including consultations with numerous resource persons. Out of these deliberations came the concept of establishing a National Extension Center where the best available resources could be mobilized and administrators and potential administrators could be brought together for the dual purpose of problem solving and training.

## Concept Analyzed

This concept was then subjected to searching inquiry and careful scrutiny from many points of view. State leaders, directors, deans, and educational authorities were consulted, and their criticisms, comments, and suggestions were incorporated in a revised draft. From this process it emerged as a sound, productive, and positive approach to the major problems confronting Extension.

In November 1954, the Senate of the Association of Land-Grant Colleges and Universities, carried unanimously the following motion: "That the report of this committee be approved in principle; that the committee be authorized to proceed to negotiate with the W. K. Kellogg Foundation for the establishment of such a Center and submit a definite proposal to the Foundation for action. Further, that the committee be authorized to negotiate with interested Land-Grant institutions for the establishment of a home-site institution for the project. Further, that the members of the Senate, in voting to approve this project, by their actions indicate

(See *National Center*, page 210)

# Training Needs of Today's County Agent

by EDWIN L. KIRBY, Assistant Director of Extension, Ohio

EXTENSION has always prided itself for the ability to conduct a flexible, dynamic, educational program based on the changing needs and interests of the people. The "county agent system" of bringing together the experiences, judgments and expressed needs of the people with up-to-date research from the colleges, experiment stations, and the U. S. Department of Agriculture has demonstrated a sound pattern of education which is being developed throughout the world.

The fundamental question today is, "Is the extension worker sufficiently prepared to meet the increasing number and varied demands of the people he serves in order to maintain the high degree of confidence which now exists?"

## Conflicting Tasks

The county agent of today and tomorrow is faced with a complex and seemingly insolvable conflict. He is expected to provide specialized professional leadership to a highly specialized agricultural business. At the same time, he is expected to be proficient in dealing with the problems of a growing society with different values, needs, and interests.

Agents can no longer fulfill their professional obligations by giving attention to only the farm and farm family problems. Traditional farming is declining in favor of agribusiness which includes the complete cycle of production, processing, distribution, retailing, and consumption.

The differences between farm and nonfarm, rural and urban, farm and city are rapidly disappearing. As segments of society become more interdependent and as people with different vocational and social interests become more intermingled in their living patterns, the complexities of conducting an effective educational program become more challenging.

The extension worker's primary function is education—developing and providing teaching situations in which learning can take place. He must possess an adequate knowledge of the subject matter and the ability to work with people so the desired changes in behavior will take place. Through this type of process, the desired changes in social and economic conditions, determined jointly with the people, can be attained.

## Educational Job

The county agent's job is to determine, with the people, the areas of need which are most important to large segments of his clientele and then decide on the most appropriate methods to meet these needs. This can be done effectively only if the agent can "tune in" to the masses of people through carefully selected leaders.

So a county extension agent must be trained in these areas:

He must be a disseminator of information, a teacher, and an educator. He must possess a knowledge of subject matter and skill in using various teaching methods. He must be a communicator with the ability to use effectively both oral and written means of communication.

He must be a planner and organizer, possessing the ability to cause people to think through their own situations in order to develop the kind of educational program most needed.

He must be a counselor, advisor, and a consultant in order to help people see the relation of individual problems to the total situation.

The Ohio extension staff was asked to indicate their needs for on-the-job training in both methods of work and in needed subject matter. County agents reflected a greater need for on-the-job training in the areas of

planning and organization, methods, and in evaluation, than in the subject matter areas. In the subject matter areas, the apparent need is greater in the areas of public affairs, agricultural policy, marketing, consumer information, farm or home management, and family life, rather than in specific areas, such as agronomy, livestock, and nutrition.

An analysis of expressed off-the-job training needs shows a similar pattern of requests.

Another indicator of training needs is the professional performance evaluation of each staff member based on a predetermined set of criteria. The criteria for evaluation should be prepared from a job description of the specific areas of responsibility which is well understood by both the persons being evaluated and the evaluators. A performance rating is made of the person's ability to perform the responsibilities specified in the job description.

Ohio has used a written performance evaluation of each extension worker for several years. A composite summary and analysis of performance gives some guidance as to needs for training.

Each staff member is evaluated on specific items related to program development, working relations, and personal qualifications.

A study of the findings shows that, in general, the staff is evaluated lower in program development than in the other two areas. A comparison of the results of this study with that of the survey of on-the-job training needs indicates a close relationship to training needed. Both studies point out the need for training in program development, teaching methods, program evaluation and reporting results, ability to work with people, and leadership development.

These are only two methods of determining the in-service training needed by county agents in order to meet the challenges of the rapid changes taking place within society. Professional improvement committees of the agents' associations have contributed much to identifying training needs. Committees representing extension personnel at all levels help to develop effective in-service training programs. Participation in off-the-job

(See Today's Agent, page 214)

## CHANGE IN APPROACH

(Continued from page 197)

at East Lansing, Mich., sponsored largely by the Extension Service and financed by the Kellogg Foundation.

An Extension Committee on Organization and Policy task force of agents, specialists, and supervisors, headed by Indiana Extension Director Roy Hoffman, guided NPAC in developing an extension-financed communications training program. Forty-two States have helped develop and finance communication training material and have trained a team of extension leaders to extend the training to all workers. It highlights how people learn, involvement, decision-making and goal-setting by the people, visualization, and an audience-message-channel approach.

### Broadening—Yet Specific

We are having to broaden our programs to reach the many audiences needing and demanding our help. Yet the problems of the day are such that we are having to be more specific with each program and each audience.

In early extension work we depended heavily on individual contacts, result demonstrations, and local leaders. As more and more people and groups demanded help on more and more problems, we developed much heavier use of group and mass methods.

We tried to develop general recipes and formulae to guide us on when to use each method. As we become more communication conscious, more audience-centered, we are learning that the only formula is an audience-message-channel consideration for each job.

We are learning better counseling techniques in making farm and home visits and in working with a wide variety of local leaders. We are still using result demonstrations, but they are a broader type—involving whole farms, communities, and market areas. We have many more ways to rapidly and widely spread the demonstration results.

We are improving our meetings through better planning, use of better discussion techniques, and visual aids.

We are using old and new channels, using them differently in different

combinations. We are using radio, spot announcements, taped telephone messages, television, press, and many other mass media. We are using them as a more integral and built-in part of our total teaching job. We are making greater use of circular letters; specialized and simplified leaflets; trade and farm magazines; business, labor union, and other house organs to get needed information to specialized audiences.

Extension leaders have highlighted need for change in our approach in a special report on the Scope and Responsibility of Extension Today. It accents nine major areas and working specifically with many audiences.

The base of our progress is communication with people—a balanced combination of channels that reaches, informs, and involves the people concerned in an audience-centered way. That is the kind of communication that puts people before things.

## NATIONAL CENTER

(Continued from page 208)

their future support of it to the extent practicable."

The establishment of the National Agricultural Extension Center for Advanced Study at the University of Wisconsin in 1955 is now history. Dr. Robert C. Clark, who had been Wisconsin's State 4-H Club Leader, was named Director of the Center and proceeded to acquire a staff.

A total of 11 students have been awarded the Ph. D. degree and 26 have been awarded the M.S. degree through participation in the graduate training program of the Center. The Center has awarded fellowships for graduate training to students from all except 11 States.

Research conducted and completed by Fellows and Assistants at the Center during the past year involved such general areas as: Extension organization, policies, and finances; Extension programs and personnel training; State and county advisory groups; 4-H leadership participation in enrollment; and the functioning of extension specialists and supervisors.

In its conference program the Center has sponsored or been associated with workshops for supervisors in various parts of the country, administrative workshops for extension di-

rectors, and the national symposium on home demonstration work. The Center has also supported such efforts as the seminars which recently expanded the nine program areas of the Statement of Scope and Responsibility of the Cooperative Extension Service.

The seeds have been planted. More are yet to be sown. They are now being nurtured in the hearts and minds of career extension workers throughout the country. It is too early to count the apples. The future itself will complete this story of an idea and its germination.

## COUNTY APPLICATION

(Continued from page 205)

in Extension have obtained many constructive suggestions from the people we serve. They include:

Greater emphasis should be placed on adult education to keep pace with changing conditions. School facilities might be used on weekends and during the summer for adult education classes. Hobby courses should be provided for older people.

This county should continue to place high priority on the education of its youth, fully realizing that many will not stay here. Several groups expressed themselves, "This is our contribution to society as a whole."

Our communities must maintain a closely knit farming-industry-business relationship.

Family ties need to be strengthened. All groups within the county should direct their efforts to this problem.

We must keep abreast of a changing world, understand other people, and encourage free trade with nations who believe in our democratic principles.

Perhaps the benefits of the Challenge program can best be summed up by this quote from one of the groups:

"We believe that cooperation with leadership such as the Challenge to Iowa discussion meetings is a definite asset to our community. We think that the city development association is a good thing—taking in both rural and urban thinking. Perhaps even further group planning would be wise in helping the community meet the changing world and the local situation."

# *Training County Chairmen for the Job Today*

by JEAN W. SCHEEL, Assistant Director, Oregon

**I**F we do a job well, we get more jobs to do.

A successful extension program causes people to want more extension work. Sooner or later this leads to more projects and more agents. And as Extension grows, its organization and procedures have to change, because the practices of the past don't fit the problems of the present.

One such change now apparent throughout the country is a movement toward decentralizing administration. As county staffs grow from one agent to four, five, or more, it becomes impractical to depend upon State supervision to accomplish the unity of effort that is necessary for efficiency. Some administrative functions must be delegated to a member of the county staff.

## **What He Does**

Out of this need has arisen the job of the county extension administrator. The job goes by many different titles but the functions performed are surprisingly similar in most places. Special problems that the county administrator faces are also similar from county to county and State to State. They suggest that a particular kind of in-service training is needed for people in these positions.

Well-performed, the county administrator's position can perhaps contribute more to strengthening the extension program and increasing the efficiency of extension operations than any other.

The job of the county administrator is in nearly all cases a part-time responsibility. Normally, the person who fills the job has had no special training for it and administration involves problems that are new to many agents.

In most States the county administrator's major responsibilities include: personnel, office management, finances, program development and coordination, and public relations. In

handling these, the administrator is expected to function as a democratic leader. The entire staff of agents participates in making major decisions. Then the program becomes one of teamwork by agreement based upon understanding.

It is no wonder that many people who occupy such positions say they have problems. The most common complaint seems to be, "How do I find time to do the job?" Other problems include how to get staff cooperation, how to determine whether an office is being efficiently managed, where to get ideas for improving office management, and how to develop a well-rounded public relations program.

Others on the staff also have problems relating to county administration. Supervisors are seeking ways to aid the county administrator in developing an understanding of the job and acquiring the skills for handling it. Other members of the county staff are concerned in cases where the administrator does not measure up to their expectations.

## **Planning Training**

Several States have conducted training programs for county administrators that show practical results. Their experience shows that useful training for county administrators can be given on an in-service basis with only a modest time requirement.

Oregon's experience is an example. Staff chairmen were named in all counties beginning in 1950. A two-day conference of these agents was held at that time to develop an outline of their responsibilities. Then in 1956 it was decided to plan a training session that would give particular attention to ideas about how to be a good staff chairman.

The first step was to send a questionnaire to county staff chairmen asking what kind of administrative problems they would like to have

covered in a workshop. Most answers could be classified under personal time management, office management, staff relationships, or public relations.

A three-day workshop was decided upon and a committee appointed to plan the agenda. The committee included three assistant directors, one man and one woman service team member, a county staff chairman, and a woman agent from a county.

## **Showing Them How**

The first day's program focused on the job of the county staff chairman, with particular emphasis on public relations. The second day concentrated on office management and the third day dealt with staff teamwork. The first part of each day was spent in a general assembly session with speakers, and the balance of the day in small discussion groups.

A speaker from outside extension was asked to keynote the conference with a talk on the science and art of administration. On the second day's session, three office managers from Portland firms served as speakers and also acted as consultants for work groups.

The third morning program dealt with techniques that promote teamwork. It was handled by a panel including the assistant director in charge of county personnel matters, a member of a district service team, and the specialist in group development.

The entire program was enthusiastically received by the county chairmen and they asked that similar training be provided for all county staff members. Four area meetings were held in July 1958, with 35 to 45 agents attending each.

The objective of these meetings was "to develop staff understanding of the extension job and the roles of the county staff members." It was  
*(See County Chairmen, page 214)*

# Make Your Files Work for You



by W. E. LAVERY, Federal Extension Service

**A**DVANTAGES of a uniform classifying and filing system are being discovered and put to use by extension workers in many States.

With a uniform system in all county offices throughout a State, personnel can change from one county to another without the struggle of learning a new system. Material from the State office can be pre-coded and filed in the same manner in all offices. Precoding also saves time in classifying and filing in the county offices.

Whether we maintain a large or small volume of records, they should be kept so that we can readily obtain them. And the records of an office should remain usable regardless of personnel changes. With an organized plan for filing material, the arrangement will be understandable to all who have to use it.

Why is a classification and filing system necessary? We need some sort of system so that there will be a definite place in the files for materials, so that like materials will be treated the same, and so that the records will be arranged for greatest usefulness.

Essentially, a filing system should

be simple, easy to install, operate, and understand. It should be adaptable to all types of records and permit the adjustment, addition, and deletion of subjects without difficulty.

The system should be logical, with sound grouping of related subjects. It should be comprehensive, covering all functions of the organization. And it should be effective to insure speed in locating records.

## Filing Preparations

Classifying, the first step toward better filing, requires knowledge of agency programs, how records are asked for and used, and the classification and filing manual predeveloped for the agency or office. Analytical ability is an important prerequisite.

A paper may cover one subject or several. Subjects may be obvious or obscure. For these reasons, materials on related subjects can be logically and consistently filed together only when classifying techniques are sound.

A good procedure for classifying reference material is to first review the material to determine the subject by which it will most likely be requested. Then select the proper

file designation and mark it on the material. This notation should be written or stamped in approximately the same position on all material.

Classify material immediately after it has been read. You are familiar with the content then and won't have to read it later to classify. Notice key phrases and ideas in the material to help classify it.

## Filing Made Easy

The process of actually putting materials into the files should be accomplished without waste motion or time. A simple contribution to ease and speed of filing is the proper use of file drawers.

The most current records should be maintained in drawers which provide the most direct, natural access. Records of previous years (normally less active) will be in the less accessible drawers.

The practice of setting aside a few minutes each day to do the filing is helpful in maintaining current and complete files. Then filing does not become a tedious job and adds to the efficiency of the office operations.

Orderly appearance and efficiency of a file depends to a large extent upon the careful preparation, use, and arrangement of folders and guides. Folders keep the material in order and guides serve as "sign posts" to help find materials.

## A Working System

The Subject-Numeric System has the essential features of a classification and filing system. It is readily adaptable to all extension offices. This system brings related material together under a common heading and requires no memorization.

Kentucky and New Jersey have the Subject-Numeric System in operation and several other States are installing it. Reports from those States using the system are highly satisfactory.

As extension workers, it is our job to serve the public in the most efficient and effective manner possible. The ability to classify and file records so they can be readily located adds much to smooth office operation and reflects credit on the Extension Service.

# We Solved Our Filing Problems

by JAMES I. STEPHENS, Scott County Agricultural Agent, Kentucky

HAVE you ever had a farmer, home-maker, club leader, or supervisor wait at your desk while you and your staff frantically searched the files for something which couldn't be found? We have gone through this embarrassing experience many times in our extension office. But, since we installed a standard filing and records management system, we have this problem licked.

This system was planned by the Federal Extension staff and tried in four pilot counties in Kentucky. The plan, with some revisions, has been adopted by Kentucky Extension Service and is being installed in all counties.

Our previous filing system in the county had several disadvantages. It consisted of three different systems scattered throughout the office, was difficult to understand, and did not provide for filing all material relating to one subject in the same place. And there was little relationship with the system used in the other 119 county offices. New personnel usually had to learn a different and rather complicated filing system in each county.

## How It Works

In contrast, our new filing system is based on an adaptation of both the simple subject and numerical coding plans. All material to be filed is first classified into 29 functional, primary subject headings, arranged alphabetically. All material relating to a certain field, such as agronomy, is filed behind that heading.

Three secondary divisions under agronomy, labeled numerically, are: (1) field and forage crops, (2) soils, and (3) weeds. Each of the secondary divisions is then divided into numerical tertiary divisions. In the case of agronomy, forage crops, these tertiary divisions include: (1) disease, (2) marketing, and (3) storage.

A useful part of this system is the

case file. Whenever there is enough related material on one specific subject to warrant it, this material is brought together in a case file and placed behind the appropriate primary, secondary, or tertiary heading. For example, under the headings, agronomy, field and forage crops, diseases, separate case files may be made for diseases of corn, alfalfa, or tobacco.

Correspondence is filed under A to Z guides or, if it contains special reference material, it may be filed in subject folders.

Another important feature is that all subjects fall within the scope of the 29 primary headings and of the secondary and tertiary headings, which are comparatively few in number. New subjects can be added without disrupting the system.

## Uniform System

A file classification manual is supplied to all county extension offices. This insures consistency in setting up and using the system, and in training personnel.

Cross reference sheets are used where material may be filed under more than one heading. Charge-out slips are used for material taken



With a good classifying and filing system, your files work for you.

from the files for any length of time.

We now have one filing system for all material on any subject, including subject matter information, reference material, records of organizations, reports, correspondence, etc. These files are housed in the office of the extension secretary, eliminating the need for individual or special files.

Our entire staff is enthusiastic about this new filing system. No longer do we have to tell a client that we have the information he wants but we can't find it. This system solved all our filing problems.

## REFLECTIONS

(Continued from page 195)

historic emphasis on locally determined programs. But it exhibits a pride in extension as a national system and indicates that our work must reflect this fact. The nine areas of program emphasis are not recommended for anyone or any level. They are essentially a framework of ideas within which each can find his place.

The cumulative enterprise of extension work must increasingly reflect attention to the important questions of the nation, to which informal education may contribute. Accordingly, I look forward to the real importance of the Scope Report, which is the process which may carry it into extension discussion and debate, testing and revision, and application through adaptation. If such processes occur, a new and richer companionship will bind us all, no matter how diverse our workplaces, with a substantially deeper professional spirit.

Recently someone asked, "What one comment on the educational significance of the Scope Report would you care to make?" I replied, "The troubles of the agricultural community are the troubles of a society engaged in synchronizing the cadence of human affairs to the cadence of their own technology. There exists no greater challenge in education than an institution such as Extension addressing the problems of a people learning to live meaningfully with science. With all the rest of a rich extension literature, the Scope Report refines again the outlines through which such an accomplishment may be wrought."

## COUNTY CHAIRMEN

(Continued from page 211)

agreed that an outside speaker should sound the keynote and the dean of the school of forestry was invited to do so. He was tremendously effective in arousing audience interest in self-improvement and developing a constructive atmosphere for the two-day session.

A panel of district service team members dramatized the subject of staff unity by role-playing two county staff meeting situations—one negative and the other positive. Audience discussion drew out a listing of the key factors involved in each.

Audience discussion also was used in developing the salient points in a junior-senior situation dealing with the logical relationship between an established agent and a new agent.

The audience was divided into groups of about 12 people for three workshop sessions. The first discussion topic was, "What is the chairman agent's job?" The second session covered five questions relating to self-evaluation and the third dealt with teamwork. Recorders reported each group's conclusions to the entire audience and arrangements are being made to distribute these reports to all agents.

### Retrospect

County staff reaction to this series of meetings was highly favorable. Several agents volunteered that they had come with some reluctance but had found the two days stimulating and satisfying and appreciated the opportunity to take part.

Looking back over Oregon's experience in this field of training, it appears that the following points are pertinent.

County chairmen are interested in training which is aimed at helping them do a better job. County administration is a topic of interest to the entire staff and training conferences involving all agents are appropriate.

Talks which explain principles in administration and human relations are a necessary part of such training meetings. Audience discussion in small groups aids in understanding the practical application of prin-

ciples developed by speakers. And use of speakers from outside Extension is good psychology and also good public relations.

Improvement in county administration is a step toward strengthening the extension program and increasing staff efficiency. Oregon's emphasis on staff teamwork grows out of recognition that the kind of program which meets today's needs can best be accomplished on a teamwork basis.

## AGENTS RETOOL

(Continued from page 207)

and his success in helping to encourage new industry and employment opportunities in a less fortunate area set another example

House lot sales in Lake County brought many problems. Plans for straightening out a confused real estate development had top priority for Fred Dostal in his new appointment. With the use of projected land use maps, Dostal has had unusual success.

The first off-campus courses in land planning were set up in 1955 to give agents a chance to explore new resource development possibilities and to share ideas about approaches in individual counties and communities. During 1955 and 1956, 48 extension workers, 15 soil conservation workers, 14 teachers, and 7 others participated in these courses.

Course work has been built around individual resources development projects. Today one may see the fruits of these efforts throughout Michigan, particularly as a basis for Program Projection and Rural Development.

Another different approach may have a greater impact than all others in retooling agents for resource development. In January 1957, the Upper Peninsula Resource Development Program was established to develop cooperative programs, to avoid duplication and to broaden the services for Upper Peninsula residents. Under this arrangement, each local agent in the 15 counties is recognized as a representative of the entire University.

To make the experiment possible, the Michigan Cooperative Extension Service joined with the Continuing

Education Service (which operates general University extension), the Labor and Industrial Relations Center, and the Highway Traffic Safety Center. The Colleges of Michigan State University also pledged their support.

Examples of the retooling efforts in the Upper Peninsula are the intensive tourist and resort training programs which are conducted for agents. This unique innovation is being viewed with great interest throughout the nation. It is too early to report on the Upper Peninsula resource efforts but there are many signs of progress.

The Michigan Extension Service made a bold declaration of efforts to retool in its 1958 State Program plan. Listed among top objectives were a more prosperous agri-business, a more satisfying family life, a more satisfactory development of youth, and more orderly, efficient, and satisfying use and development of natural and community resources.

Subobjectives under this new emphasis were listed as: coordinated local land use planning and zoning; development of improved employment opportunities; improved tourist and resort services and income; integrated system of parks and recreation areas; improved forest, game, and fish management; improved forest products, processing, and marketing; conservation of soil and water resources; and satisfactory development of communities and community services.

Though these are objectives for 1958, they are also an indication of the way the Michigan Extension Service is set to equip for future changes.

## TODAY'S AGENT

(Continued from page 209)

training opportunities assists in making the extension worker aware of additional training needs.

Responsibilities of present and future county extension agents are numerous and complex. Expectations of present and potential clientele will continue to be greater and more varied as changes in living patterns continue. The degree to which the extension agent can meet these increasing challenges will be largely dependent on adequate preparation and the ability to involve people in deciding what is most important.

## CHALLENGES

(Continued from page 203)

Verne Varney of Wisconsin quotes a 4-H Automotive Care & Safety Project member, "There's more to owning and driving a car than just stepping on the accelerator."

Mr. Varney points out that the project was born out of necessity because the motor vehicle is the principal cause of accidental deaths in this country. Over 2 million youth become of age to get drivers' licenses each year.

Boys and girls 15 years of age and older are permitted to enroll in the Care and Safety Project. Interest is high and the project is meeting a real need for both rural and urban teenagers.

Arkansas has launched a whole new senior 4-H program. One of the projects for this age group is community service. D. S. Lantrip, State leader, says agents expect a real boom in enrollment of the senior 4-H group.

Their community service project puts real emphasis on the youth doing things to get facts about their community, working with leaders, inventory of facilities, as well as actually painting mail boxes, cutting weeds, and stressing good health and safety practices. Mr. Lantrip feels these are the key to success in a community service project with this age group.

The Pennsylvania Extension Service has just contracted with Agricultural Marketing Service for a 2-year program to plan, study, and develop extension methods, procedures, and materials for conducting educational programs with 4-H boys and girls. They plan to cover functions, activities, and practices followed by agricultural marketing firms.

A National Advisory Committee has been named and a plan of work has been developed. It is expected that this will result in challenging projects for older 4-H members.

Illinois is among several States which are giving babysitting projects more emphasis. Anna Searl, assistant State home economics leader, says, "The spark that triggered the babysitting project in Illinois came from our new venture with 4-H work in metropolitan Chicago. We found that many older girls had to take care of younger brothers and sisters

while parents were working.

With Mrs. Margueritte Lynch, family life specialist, they worked out the Be a Babysitter project. It is designed to provide those enrolled with: information on basic knowhow, tools to do a better job, encouragement to assist and strengthen family ties, incentives for personal growth, and skills which will enable them to make money.

In Georgia, Miss Aubrey Morgan, family life specialist, has prepared a new 4-H self-improvement project for older boys and girls. One section is on manners—table, home, telephone, street, driving and sports. Another section on personal grooming includes all aspects of cleanliness, clothing, hair, and cosmetics. Personality improvement tackles problems of speech, human relationships, habits, self-control, and character.

### Youth and Money

The 4-H Money Magic Project in Maryland helps older 4-H members with budgets and how to get the most out of their money. The principle is to know how much money you have to use, plan what you want it to do for you, and see that it does it.

Some older boys buying cars are concerned about credit and interest rates, as well as how to budget to get the most good out of their car. Some are carrying the project while they go to college.

Joanne Reitz, home management specialist, says the project's objective is to establish good money habits early in life. These are as important as good work habits or health habits.

North Dakota has launched a complete series of Clover Challenge Projects for older club members. They have prepared manuals and record books in the ABC's of County Government, Safety and Courtesy in Driving, Your Future Is What You Make It—Choosing a Career, and Farming Is a Business.

Craig Montgomery, State 4-H Club leader, reports that they are getting good response to these projects from older club members.

These are a few examples of special programs for older youth. Several other States have similar special projects. These projects are a challenge to older youth and play an important role in their development.

## TODAY'S HOMEMAKERS

(Continued from page 198)

making, food preservation techniques, and stain removal are popular topics.

Our home economics staff considers that a percent of each year's program is experimental—that all informal education is in a position to try new ideas.

### Meeting New Needs

One such experiment during the last year was a project in Berkshire County called Managing on a Pinched Income. It was designed to help those who were suffering from industry layoffs. Helpful subject matter was offered through meetings and mass media. Food buying was emphasized and new material was developed on low-cost foods. Few unemployed families were represented at the meetings, so we plan to use a stronger mass media approach in the future.

Programs of regular county homemakers' groups also include many management and consumer education areas. Some of the titles are: Know the Beef You Buy, Consumer Facts and Frauds, Household Equipment, Social Security Benefits, Children and Money, How Not to Go Broke, and Today's Fibers and Fabrics.

Changes have made us brainstorm to answer the many new needs. Most ideas for new programs come from the counties. Then the State staff works out subject matter and some of the organization. That's how we are meeting the needs of today's homemakers.

## Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

- F 2117 Dodder and Its Control—Replaces  
F 1161  
F 2118 Soil Conserving Tillage Systems for Corn—New  
L 433 Selecting an Economical Dairy Ration—New

# Summer Schools for Modern Extension Workers

by A. E. DURFEE, Assistant Director of Extension, New York

I only wish I had gone to summer school 10 years ago, writes an agent with 20 years of experience.

"I acquired many new ideas and gained considerable knowledge that should help me to be a more effective county extension worker," writes a 4-H Club agent with several years' experience.

"It was a rich experience getting to know and studying with this interesting group of coworkers from 26 States and 8 foreign countries," reports a typical summary statement.

These ideas are repeated, in various ways, in the reports of extension workers from all parts of the country every year. They are the best available proof that the programs offered at the regional summer schools are up-to-date and meet many of the needs of modern extension workers.

The concept of a regional summer school was a startlingly radical and useful innovation. It was developed and promoted by a subcommittee of the Extension Committee on Organization and Policy during the early 1940's in an attempt to provide the kind of training extension workers need.

In recent years attendance at the five regional schools has exceeded 600 annually. Many States liked the idea so much that they developed their own summer sessions. Many staff members have been stimulated to undertake further graduate work. And the exchange of ideas about improved extension work has been facilitated and encouraged across the country.

## Beyond Undergraduate Work

From the beginning, there was general agreement that the regional schools should offer training to supplement and complement undergraduate training received by the majority of the extension staff. Thus, special attention has been given to the social sciences—psychology, sociology, economics—and to extension methods, organization, and procedures. Courses in traditional subject matter of agriculture or home economics have been included occasionally to give emphasis and support to special extension efforts such as marketing, farm and home development, and public affairs education.



You may ask, "What about the changing needs of extension workers?" Let's think for a minute about those needs. What are the needs you see and feel confronting you?

Regardless of your position in Extension, it is a safe guess that you are experiencing a pressure to be informed on an ever-increasing diversity of subjects and to know more about the subject in which you have already received training. You are being subjected to demands that are both broader and deeper than ever before.

The in-service training program available in every State or territory has done much to help the extension worker with technical agricultural and home economics subject matter. But many States have lacked resources for training in the sciences which can help us understand people—their organization, their motivation, and ways of reaching them effectively. This has been a challenge to the regional summer schools. It is a challenge they have met by offering increased numbers of courses and by offering courses which go deeper into the subject than was possible a few years ago.

Thirty-nine courses, representing 17 subject matter topics or areas of extension concern, were offered at the 5 schools in 1958. Some of the newer ones were Family Financial Management, Farm and Home Development, Administration of County Extension Programs, Extension Education in Public Health, and the Changing Role of the Specialist in Extension Education.

Depth has come as courses have been changed to concentrate on principles and on the contributions from various disciplines. The "practical" is not being ignored but, as someone said, the most practical training for an extension worker is a sound understanding of the science and knowledge available to him.